Degree Outcomes Statement for the University of Greenwich
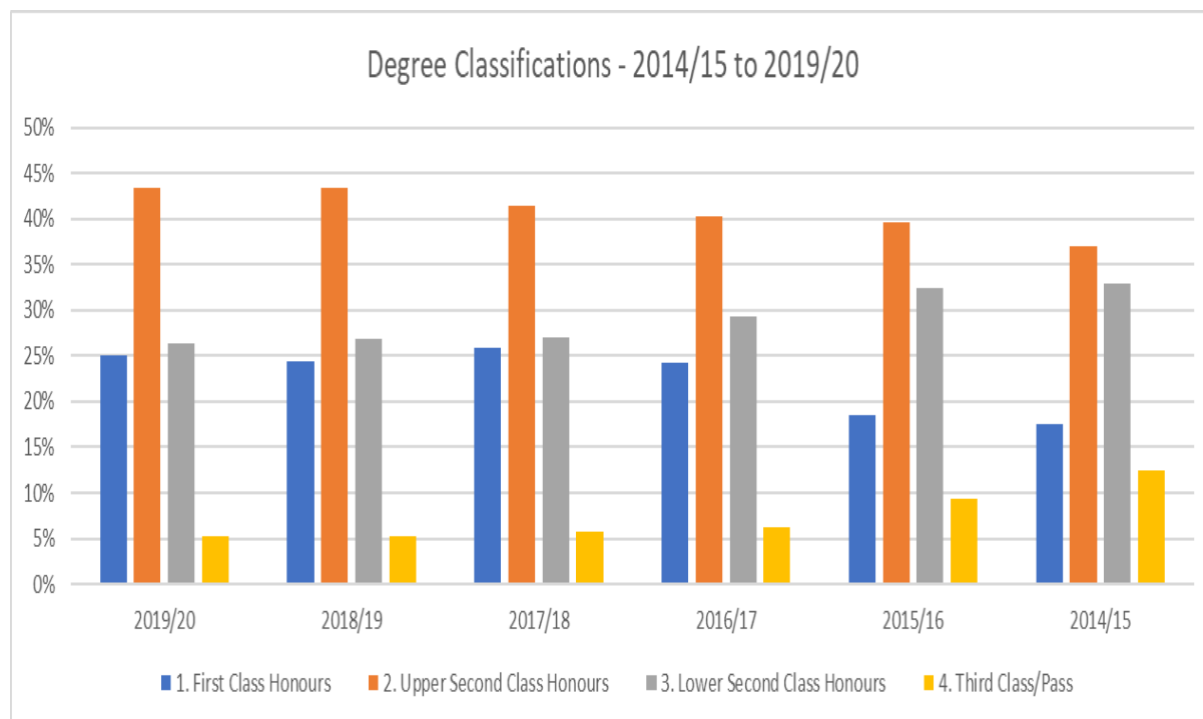
1 Institutional degree classification profile

Degree Classifications - 2014/15 to 2019/20

*Note that degree outcomes were not available for overseas students in 2018/19, so these outcomes are not strictly comparable to previous years.

Summary

Degree outcomes are available to view by location, mode of study, age, gender, ethnicity, disability, entry qualifications, POLAR and CAH 1 subject area.

The overall trend is an increase in 'good' (first or upper second class honours) degree outcomes over the six-year period, reasons for which are outlined in sections 4 and 5 of this document. The increase has moved from 67% of awards issued within the 'good honours' band in 2018/19 to 68% in 2019/20. The increase seen was a 1% improvement in the numbers of 1st class honours issued.

Namely, we've since an increase in 1st class or separately, 'good honours' during 2019/20 for Part Time, Mature, Students disclosing a disability and Male students.

2 Assessment and marking practices

2.1 Benchmarking against external standards

The standard of degree outcomes is determined by the intended programme level outcomes. At the point of approval and review, programme level outcomes are assured to be at an appropriate level by use of external benchmarks, including QAA subject benchmarking statements, professional body requirements and relevant apprenticeship standards. In addition, approximately 100 of our programmes are accredited by external professional statutory and regulatory bodies, covering just over half of our on-campus students.

All programmes and groups of modules leading to awards have external examiners, who oversee standards, review assessments and student work. They provide advice on academic standards, including how these compare to similar programmes nationally. External examiners are supported in their work at the University via a handbook, training session and the dedicated Moodle site.

2.2 Assessment and Extenuating Circumstances

The University's Assessment and Feedback policy requires coursework to be marked against clear criteria and grade descriptors, which are presented in a customised rubric for each piece of assessment based upon a generic rubric for the University. This provides consistency of standards across the institution. All assessments are required to be marked anonymously where possible and moderated to check that the marks are appropriate for the level and criteria.

To ensure all students can demonstrate their true level of academic performance, the University has an extenuating circumstances policy to mitigate unexpected circumstances that may have affected performance, such as hospitalisation, bereavement or being the victim of a crime.

2.3 Award Boards and Appeals

Greenwich operates a two-tier Assessment Board system, with subject assessment panels (SAP) and progression and award boards (PAB) operating as outlined in the External examiner handbook. SAPs confirm module and cohort standards by considering module mark profiles and confirm the accuracy of all marks. PAB take place following the SAPs and consider student profiles of marks to decide upon student progression and degree classification in line with the Academic Regulations.

Students may appeal the decision of Progression and Award Boards (PABs) as per the Academic Appeals Policy and Procedure, where circumstances that materially affected the student's performance were not known to the PAB or a demonstrable material procedural irregularity occurred creating a reasonable possibility of altering the result.

2.4 Programme Review

Reviews of programmes occur annually via the Annual Programme Review process. During this process, programme leads are required to discuss how their programme compares to similar programmes in the sector, any issues arising from professional accreditation and any actions required in response to external examiners' comments.

3 Academic governance

3.1 Academic Regulations

Authority for quality management is delegated to faculties, within agreed University frameworks. The latter includes the Academic Regulations, which provide the requirements in terms of credits, passing and progressing courses, and the conferment of degrees. Any changes to academic regulations are subject to approval at Learning Quality and Standards Committee (LQSC) prior to ratification by Academic Council.

New programmes are approved by the Programme Approval Committee, which scrutinises completed programme specification documents and the outcomes of approval events to assure that the programmes have outcomes in line with the national qualification descriptors, that the volume of assessment is appropriate for ensuring robust outcomes, that the curriculum allows all students

to attain the outcomes, and that the number of credits at each level of study are in line with the minimum number typically associated with the qualification in England.

3.2 Partner institutions

Proposals for new partner institutions and their periodic reappraisal, are scrutinised by the Partnership Working Group to ensure the prospective partner offers an appropriate administrative and governance framework and institutional environment to support the delivery of higher education. New partner proposals must meet a set of essential criteria, based on those of the QAA Quality Code 2013-2018. Partnerships and partner programmes are currently subject to due diligence review on a five-yearly basis, though franchised programmes will be assured by annual portfolio review from 2020/2021. Reports on Transnational Education partnerships are received by the Governing Body every 6 months and there is an agreed format for reporting risks relating to these partnerships.

4 Classification algorithms

4.1 Default algorithm

For the majority of awards conferred prior to June 2017, the following algorithm was used to calculate students' final grade:

25/100 * (average of the full spread of level 5 grades) + 75/100 * (average of the full spread of level 6 grades).

Following a review, which included comparison of other universities' algorithms and modelling the outcomes of different algorithms, the following one replaced the algorithm above from June 2017:

20/100 * (average of the full spread of level 5 grades) + 80/100 * (average grades of best 90 credits at level 6)

However, due to students being advised that their classification would be determined on the old algorithm, between June 2017 and May 2019 both algorithms were used, and students achieved the more favourable final grade.

4.2 Additional algorithms

4.2.1 Integrated Masters degrees use the algorithm:

20/100 * (average of the full spread of level 6 grades) + 80/100 * (average grades of best 90 credits at level 7)

4.2.2 Top-up awards, whereby the students enter the University at level 6 use the algorithm:

Average of the best 90 credits at level 6

4.2.3 Medway School of Pharmacy, whose provision is shared with the University of Kent use the algorithms:

1. For students who undertake a sandwich placement:

25/100* (average of the full spread of stage 2 grades) + 10/100 (summative assessment for sandwich placement) + 65/100 (average of the full spread of stage 3 grades)

2. For students who do not undertake a sandwich placement:

25/100* (average of the full spread of stage 2 grades) + 75/100 (average of the full spread of stage 3 grades)

For further details see the Academic Regulations for the Medway School of Pharmacy.

4.3 Introduction of the new algorithm

The new algorithm described above was approved by Academic Council and then Court (later the Governing Body) in June 2016 and July 2016 respectively. It was considered appropriate because students are especially focused on their studies in level 6, and it provides an incentive for students to engage across their studies at level 5. Reports were received from each of the faculties outlining the percentage of students who had benefitted from the new algorithm and the consequent increase in 'good' degree classifications. These were collated into a report to the Vice-Chancellors Group in March 2018, which noted that there had been negligible reports from External Examiners on the changes and no major concerns that this had affected degree standards. Given that the degree outcomes were in keeping with the rest of the sector, that outcomes had improved in line with increases in entry standards and employment outcomes; the algorithm was judged to be appropriate.

4.4 Compensation and Condonement

The regulations governing the use of both compensation and condonement are outlined in section D of the Academic Regulations. It was agreed at Student Regulations Committee and subsequently Academic Council that the application of Condonement be removed from the Academic Regulations for the 2020/21 academic session. The 2019/20 year is the final one within which compensation is used.

4.5 Borderlines

In the case of all the algorithms used, the final average grade is rounded to the nearest whole number. Up to and including 2019-2020, PABs could use their discretion when considering students whose final grade fell within 2.0% of the next classification band. However, LQSC has agreed that PABs will no longer have this discretion from 2020/2021 and issued guidance that borderlines should only be used where there are extenuating circumstances in 2019/2020.

4.6 Reassessment Opportunities

Students are normally allowed a maximum of two reassessment opportunities where a module has been failed and compensation or condonement are not applied. Components that are reassessed are capped at the pass mark but the overall module mark is not capped. Where component-capping results in a failure, but the module would have been passed without the capping, the PAB may confer a pass mark for the module.

4.7 No Detriment

In response to the impact that the pandemic had on student progression and award opportunities, the University approved temporary amendments to the exiting Academic Regulations by establishing a No Detriment Policy for implementation during the 2019/20 summer PAB period. The temporary amendments to the regulatory framework that were approved permitted Progression and Award Boards the discretion to review student profiles to allow exceptional resits, the use of best grade standing principles, exceptional use of condonement and compensation in larger volumes than in previous year and to make use of Progression with Intermediate Standing in wider contexts in order to not limit or inhibit student progression.

Students were also given a No Detriment Average Stage Grade which was an adjusted stage grade that took account of the temporary amendments to the regulations. The NDASG was visible on the student result letter and highlight the 'safety net' that the flexed regulations had afforded them.

The Extenuating Circumstances procedure was also revised in order to permit a more relaxed set of grounds and 'suitable' evidence for a claim to be successful. The intention was to remove the barrier of a successful claim being reliant on independent evidence from a health care professional and included Covid-related circumstances as a new set of grounds.

Professional and Accrediting Bodies were consulted on all No Detriment related principles including any adjustments to assessment types, progression requirements or awards regulation principles to ensure the quality and rigour of the student outcomes was not compromised and unnatural degree outcome inflation was minimised.

The No Detriment temporary amendments to the Regulations can be found at Appendix 10.

5 Teaching practices and learning resources

5.1 Teaching staff

The staff:student ratio has dropped slightly, from 1:17.8 in 2018/19 to 1:18.5 in 2019/20. There has been compulsory training for postgraduate research students who teach since 2013/14. Good teaching practice has been better recognised and rewarded with the introduction of a teaching career pathway and student-led teaching awards in 2017. Good practice is shared through the University's SHIFT conference, the Festival of teaching and learning at its Medway campus and the Academic Practice and Technology conference, which was hosted by the University of Greenwich prior to 2019.

5.2 Learning resources

The University invested in a new library at its Greenwich Maritime campus, which opened in December 2014, and has modernised a significant number of teaching spaces over recent years. It has licensed interactive presentation and lecture-capture software. Lecture capture equipment has been installed in all general lecture theatres and classrooms across all campuses. An opt-out policy for the use of lecture capture was adopted in May 2018, with lecturers that do opt-out being required to provide relevant lecture materials via the module VLE.

5.3 Curriculum and assessment improvements

The University has implemented Programme and Curriculum Enhancement to enhance the curriculum and developed a new Assessment and Feedback policy to embed enhancements around assessment across the university. The University developed the Map My Assessment software, which provides a visualisation of the assessment load, enabling staff to better spread deadlines and highlight the relationship between formative and summative assessments, and enabling students to better plan their work. The University has worked to develop more inclusive curricula; first participating in the HEFCE-funded BAME attainment gap project and then investing itself to continue work to close the awarding gap.

6 Risks and challenges

The University has undertaken rigorous checks that the algorithm introduced from 2016/17 has produced suitable degree outcomes, via the report to Governing Council in March 2018, which collated faculty reports on the percentage of students who had benefitted from the new algorithm.

The outcomes were also compared against increasing entry standards and employment outcomes and external examiners' comments checked for comments regarding the effects of the algorithm.

The University has also issued new guidance regarding the use of borderlines, which will no longer be permitted from 2020/21 and only where there are extenuating circumstances in 2019/2020. It has also removed the use of condonement from the 2020/2021 academic year.

The University's Widening Participation Impact Strategy Group oversees the implementation of our Access and Participation Plan, including action to address the awarding gaps highlighted by the breakdown of classifications by demographics shown in the Appendices to this statement.

7 Degree outcomes statement review process

We anticipate updating this statement annually. The statement is agreed with the Principals of the University's partner colleges, considered by Academic Council, and approved by the Governing Body on 29 June 2021.

Appendix 1 – Degree outcomes by location of study

Percentage of degree classifications by location, 2014/15 to 2019/20

Percentage of good degree outcomes by Location, 2014/15 to 2019/20

	2019/20	2018/19	2017/18	2016/17	2015/16	2014/15
On Campus	82%	77%	77%	74%	68%	66%
Other UK	86%	78%	78%	82%	70%	66%
Overseas	57%	57%	56%	54%	48%	43%
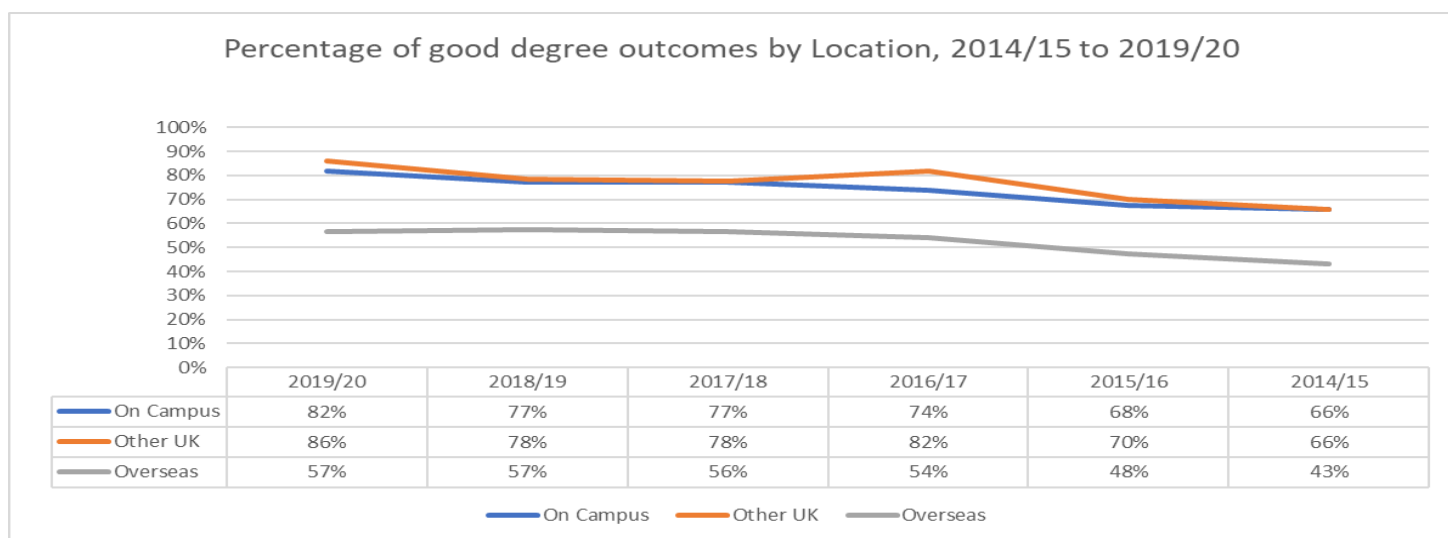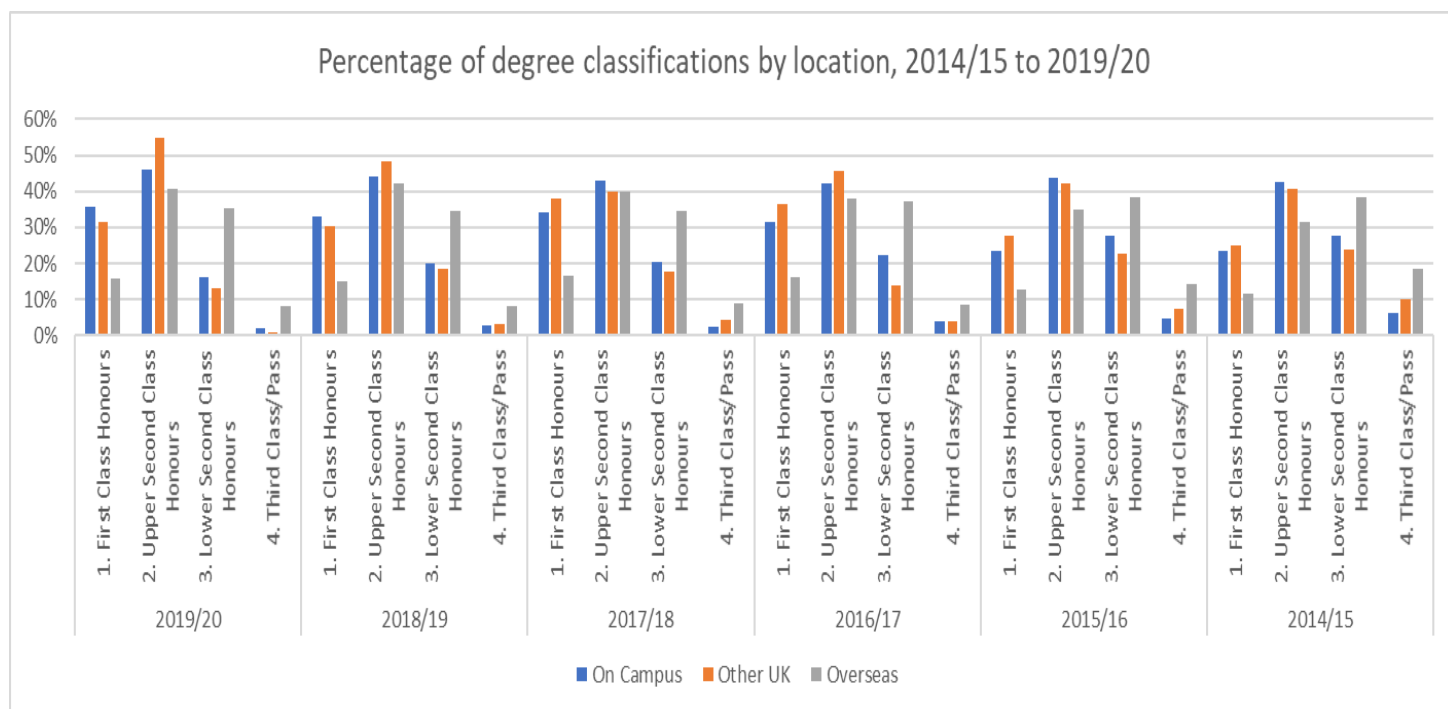
Appendix 2 – Degree outcomes by mode of study

Percentage of degree classifications by mode of study, 2014/15 to 2019/20

Percentage of good degrees by mode of study, 2014/15 to 2019/20
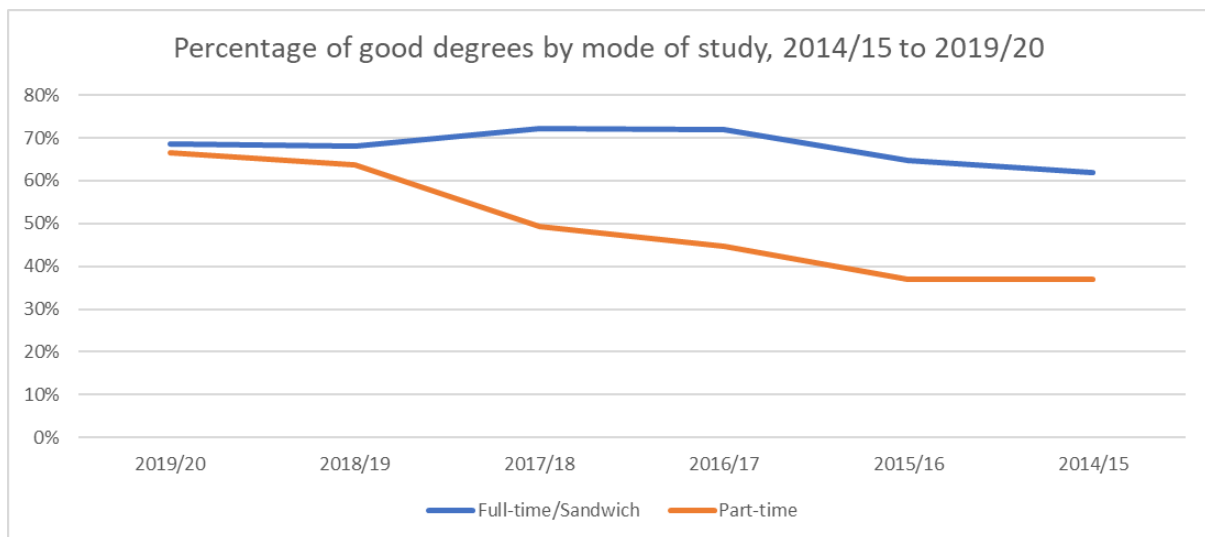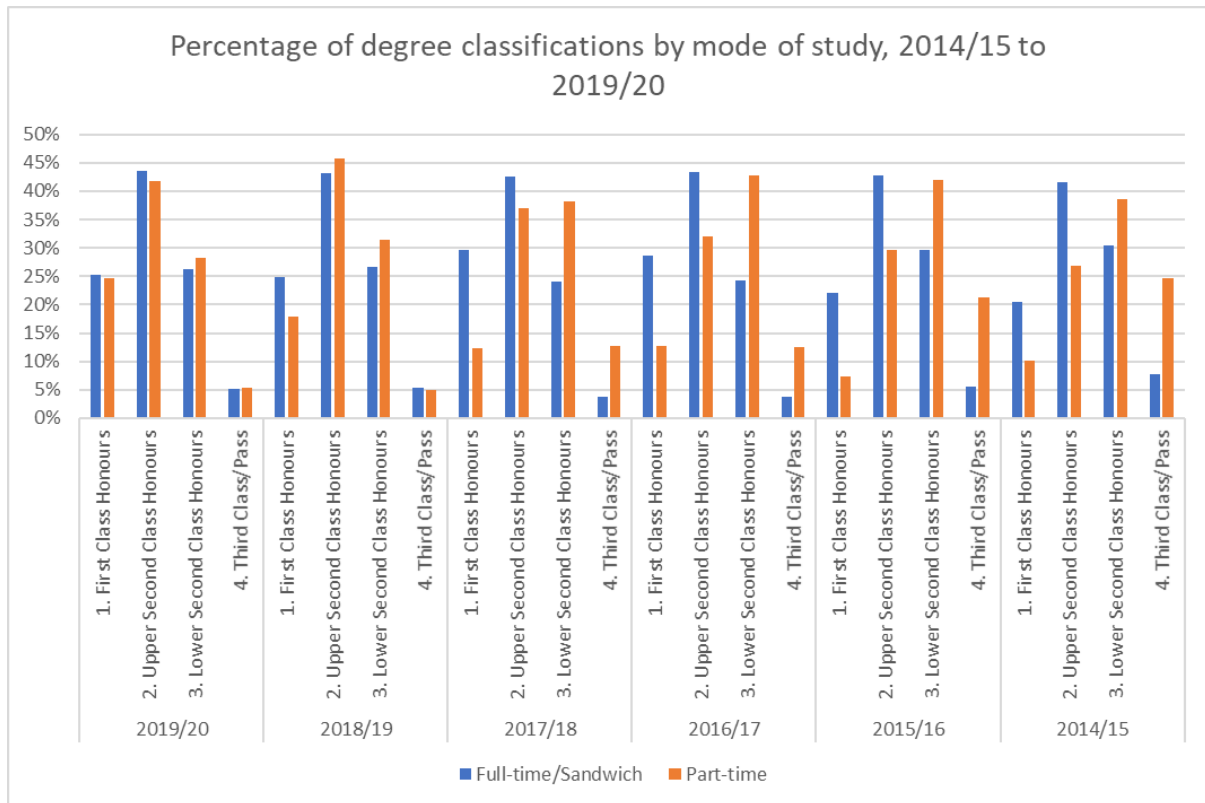
Appendix 3 – Degree outcomes by age

Percentage of degree classifications by age, 2014/15 to 2019/20

Percentage of good degrees by age, 2014/15 to 2019/20
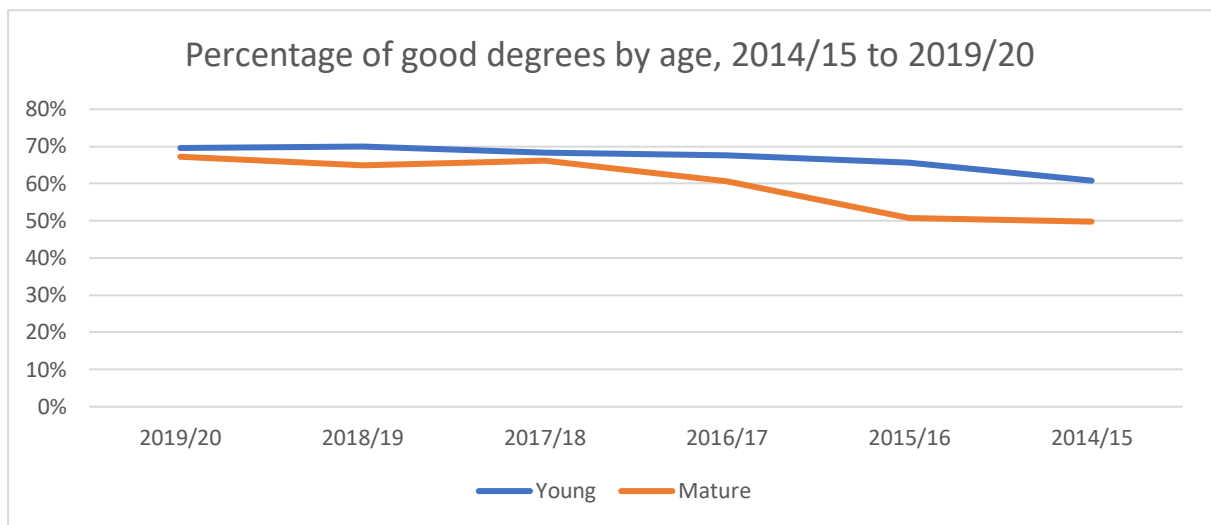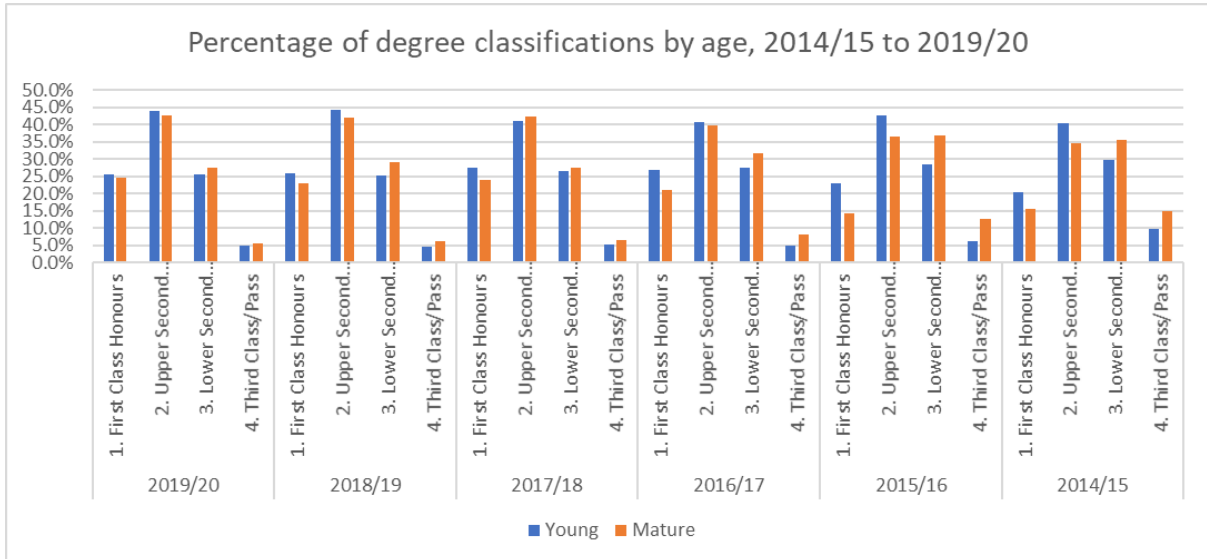
Appendix 4 – Degree outcomes by gender

Percentage of degree classifications by gender, 2014/15 to 2019/20

Percentage of good degrees by gender, 2014/15 to 2019/20
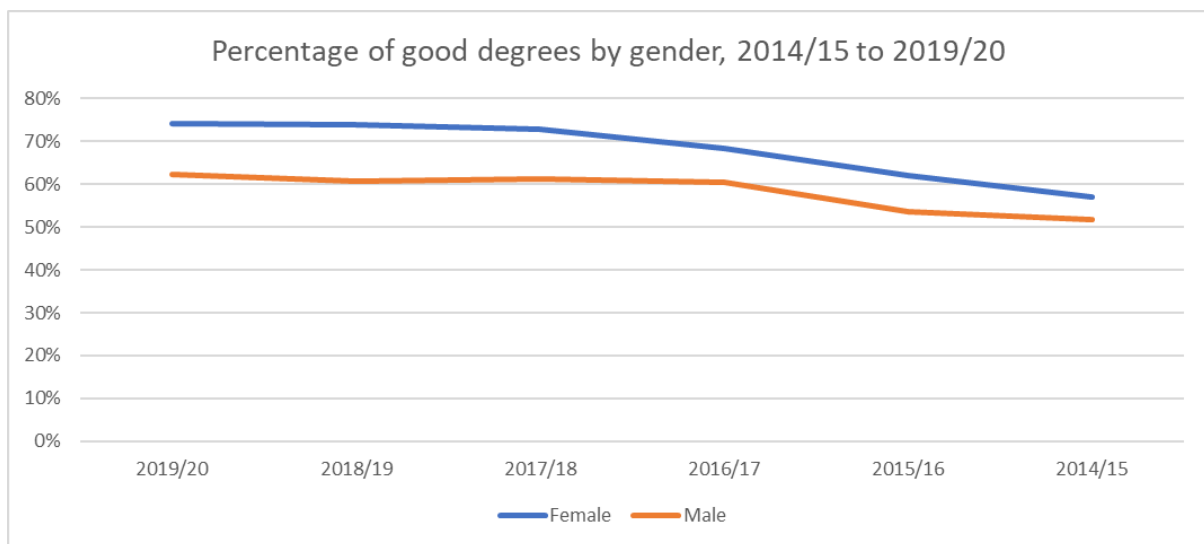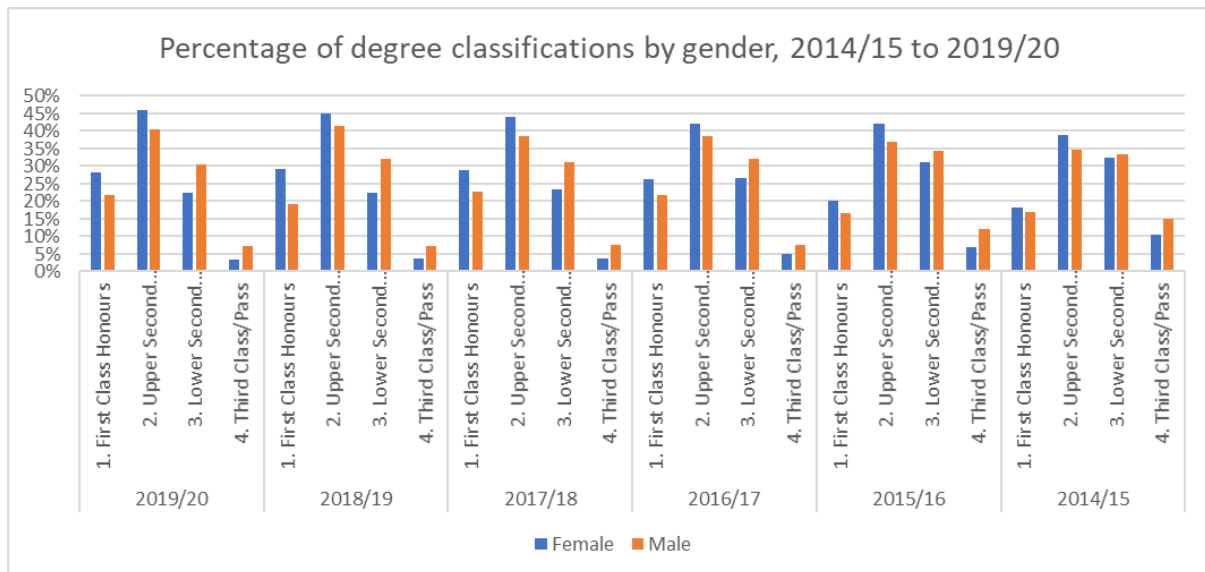
Appendix 5 – Degree outcomes by ethnicity

Percentage of degree classifications by ethnicity, 2014/15 to 2019/20

Percentage of good degrees by ethnicity, 2014/15 to 2019/20
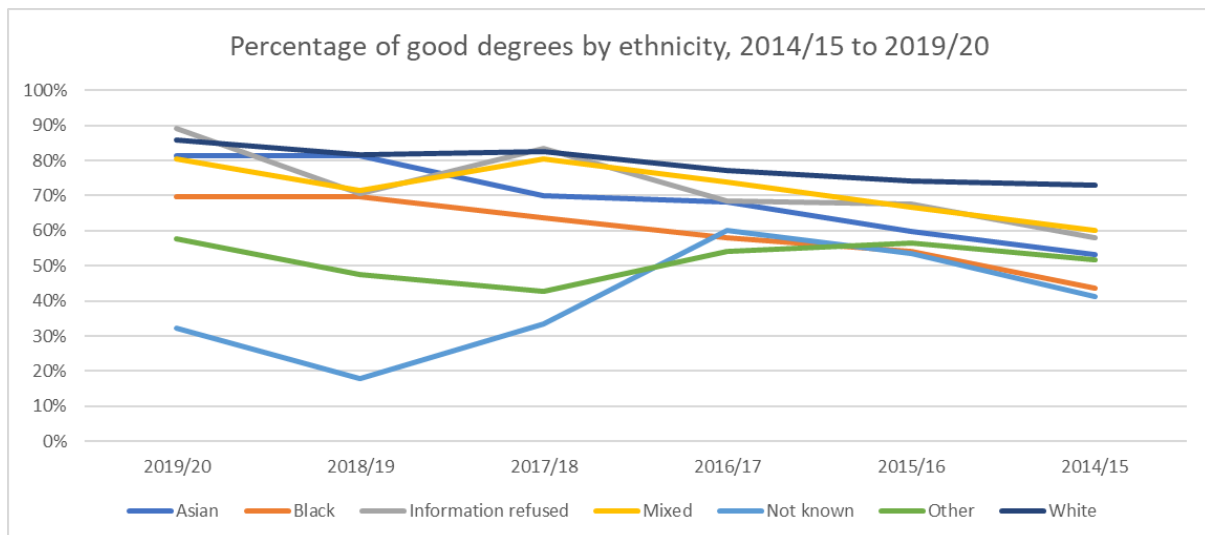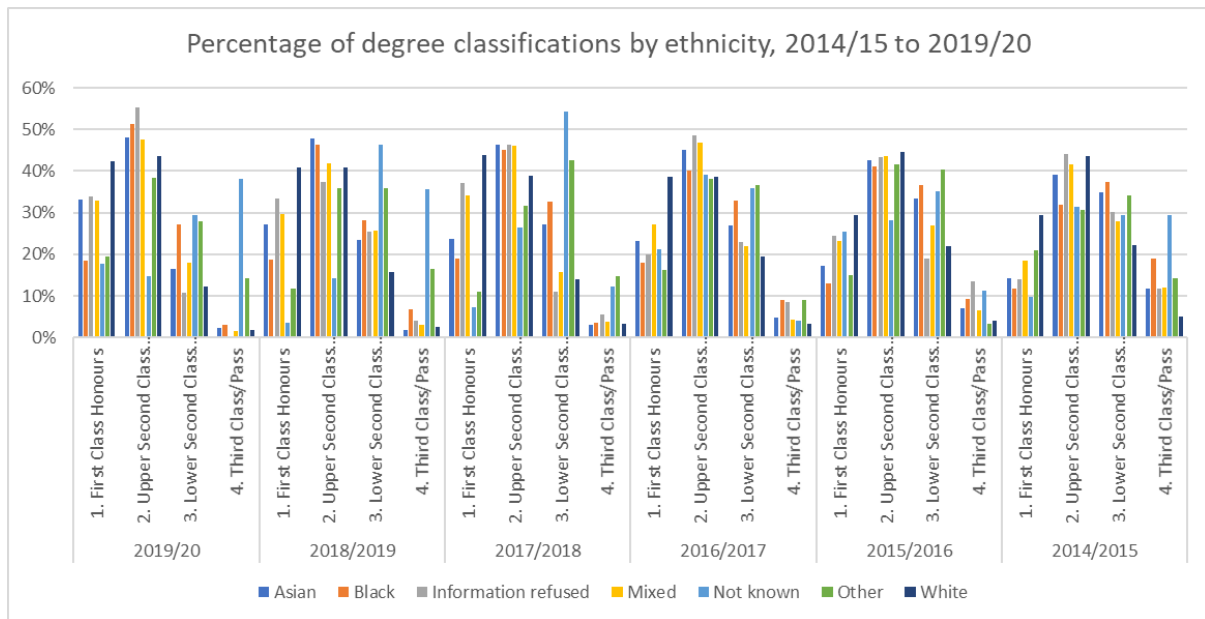
Appendix 6 – Degree outcomes by disability

Percentage of degree classifications by disability, 2014/15 to 2019/20

Legend: ■ No known disability ■ One or more disability

Percentage of good degrees by disability, 2014/15 to 2019/20

Legend: — No known disability — One or more disability
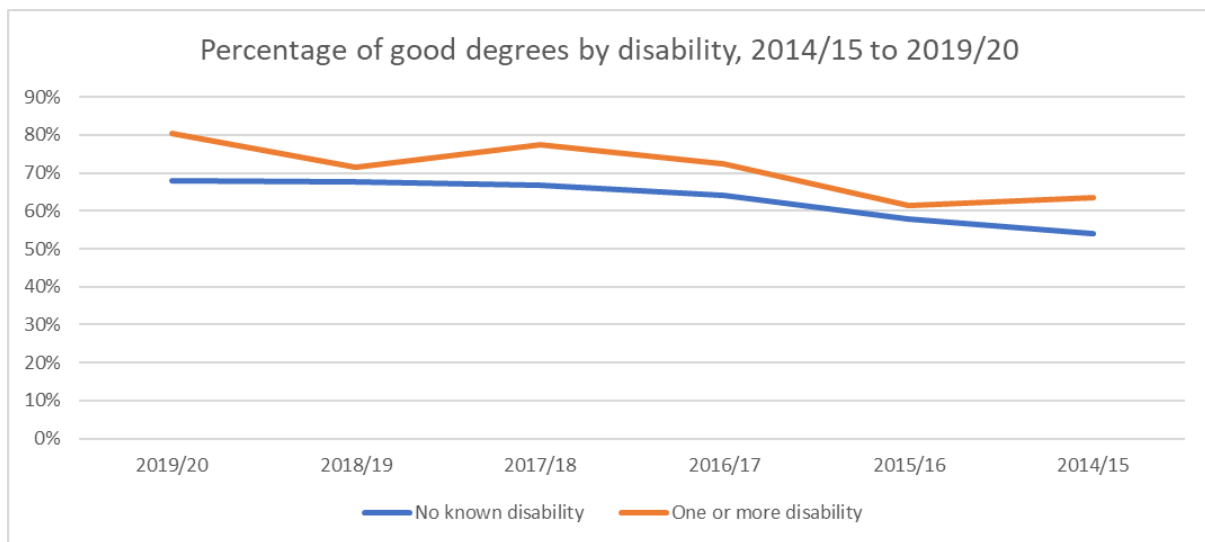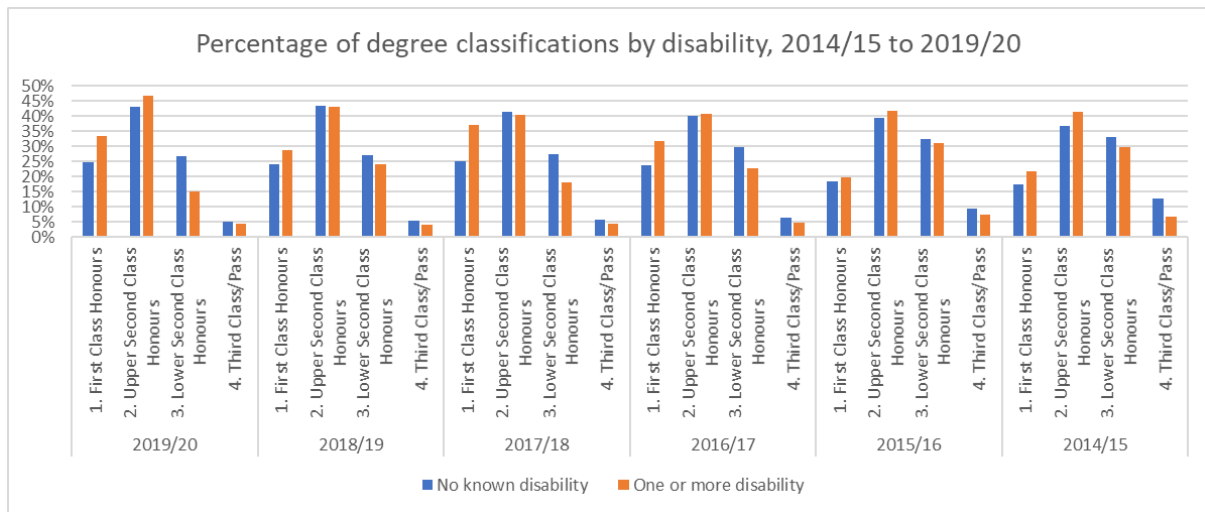
Appendix 7 – Degree outcomes by entry qualifications

Percentaage of degree classifications by entry qualifications, 2014/15 to 2019/20

Legend:
■ 1. Postgraduate
■ 2. Graduate & Equivalent
■ 3. Other Undergraduate, below Degree including UG credit
■ 4. Foundation Degree
■ 5. A Levels, Highers & Equivalent
■ 6. Other Qualifications
■ 7. No formal qualifications, admitted on basis of age/experience
■ 8. Not known

Percentage of good degrees by entry qualifications, 2014/15 to 2019/20

Appendix 8 – Degree outcomes by CAH 1 Subject

	2019/20 Data									
	Count					Percentage				
TEF Subject Area	1. First Class Honours	2. Upper Second Class Honours	3. Lower Second Class Honours	4. Third Class/Pass	Total	1. First Class Honours	2. Upper Second Class Honours	3. Lower Second Class Honours	4. Third Class/Pass	Total
Agriculture, food and related studies	19	24	9	3	55	35%	44%	16%	5%	100%
Allied health	79	121	42	5	247	32%	49%	17%	2%	100%
Architecture, building and planning	55	63	25	0	143	38%	44%	17%	0%	100%
Biosciences	102	127	64	0	293	35%	43%	22%	0%	100%
Business and management	628	1185	851	168	2832	22%	42%	30%	6%	100%
Chemistry	3	9	2	1	15	20%	60%	13%	7%	100%
Computing	307	445	335	85	1172	26%	38%	29%	7%	100%
Creative Arts and Design	46	94	47	7	194	24%	48%	24%	4%	100%
Economics	34	36	12	4	86	40%	42%	14%	5%	100%
Education and teaching	114	123	88	22	347	33%	35%	25%	6%	100%
Engineering	137	236	114	66	553	25%	43%	21%	12%	100%
English studies	19	32	5	0	56	34%	57%	9%	0%	100%
General, Applied and Forensic Sciences	10	10	3	0	23	43%	43%	13%	0%	100%
Geography, Earth and Environmental Studies	2	9	2	0	13	15%	69%	15%	0%	100%
Health and social care	17	31	18	2	68	25%	46%	26%	3%	100%
History and archaeology	4	13	0	0	17	24%	76%	0%	0%	100%
Languages and Area Studies	10	4	2	0	16	63%	25%	13%	0%	100%
Law	25	63	13	1	102	25%	62%	13%	1%	100%
Mathematical sciences	40	21	7	2	70	57%	30%	10%	3%	100%
Media, Journalism and Communications	11	13	7	2	33	33%	39%	21%	6%	100%
Nursing and Midwifery	121	235	136	17	509	24%	46%	27%	3%	100%
Performing Arts	37	94	17	0	148	25%	64%	11%	0%	100%
Pharmacology, toxicology and pharmacy	53	214	182	12	461	11%	46%	39%	3%	100%
Politics	4	15	6	0	25	16%	60%	24%	0%	100%
Psychology	27	54	27	1	109	25%	50%	25%	1%	100%
Sociology, social policy and anthropology	28	57	13	1	99	28%	58%	13%	1%	100%
Sport and exercise sciences	10	25	8	1	44	23%	57%	18%	2%	100%
Grand Total	1942	3353	2035	400	7730	25%	43%	26%	5%	100%

| | 2017/2018 | | | | | | | | | |
| | Count | | | | | Percentage | | | | |
TEF Subject Area	1. First Class Honours	2. Upper Second Class Honours	3. Lower Second Class Honours	4. Third Class/Pass	Degree Total	1. First Class Honours	2. Upper Second Class Honours	3. Lower Second Class Honours	4. Third Class/Pass	Degree Total
Allied Health	89	113	48	3	253	35.2%	44.7%	19.0%	1.2%	100.0%
Architecture, Building and Planning	40	31	33	7	111	36.0%	27.9%	29.7%	6.3%	100.0%
Education and Teaching	99	146	93	19	357	27.7%	40.9%	26.1%	5.3%	100.0%
Performing Arts	65	67	9	0	141	46.1%	47.5%	6.4%	0.0%	100.0%
Agriculture, Food and Related Studies	33	31	26	9	99	33.3%	31.3%	26.3%	9.1%	100.0%
No Subject	29	45	21	6	101	28.7%	44.6%	20.8%	5.9%	100.0%
Biosciences	64	99	44	0	207	30.9%	47.8%	21.3%	0.0%	100.0%
Business and Management	627	1171	850	196	2844	22.0%	41.2%	29.9%	6.9%	100.0%
Chemistry	4	5	3	0	12	33.3%	41.7%	25.0%	0.0%	100.0%
Computing	296	436	308	70	1110	26.7%	39.3%	27.7%	6.3%	100.0%
Creative Arts and Design	50	84	34	8	176	28.4%	47.7%	19.3%	4.5%	100.0%
Economics	56	64	43	15	178	31.5%	36.0%	24.2%	8.4%	100.0%
Engineering	158	191	202	80	631	25.0%	30.3%	32.0%	12.7%	100.0%
English Studies	26	47	11	1	85	30.6%	55.3%	12.9%	1.2%	100.0%
General, Applied and Forensic Sciences	8	7	4	1	20	40.0%	35.0%	20.0%	5.0%	100.0%
Geography, Earth and Environmental Studies	4	7	5	0	16	25.0%	43.8%	31.3%	0.0%	100.0%
Health and Social Care	20	18	33	1	72	27.8%	25.0%	45.8%	1.4%	100.0%
History and Archaeology	8	16	5	1	30	26.7%	53.3%	16.7%	3.3%	100.0%
Languages and Area Studies	12	8	2	0	22	54.5%	36.4%	9.1%	0.0%	100.0%
Law	18	39	10	1	68	26.5%	57.4%	14.7%	1.5%	100.0%
Mathematical Sciences	32	23	11	0	66	48.5%	34.8%	16.7%	0.0%	100.0%
Media, Journalism and Communications	10	23	10	2	45	22.2%	51.1%	22.2%	4.4%	100.0%
Medical Sciences	0	0	4	1	5	0.0%	0.0%	80.0%	20.0%	100.0%
Nursing and Midwifery	150	224	97	19	490	30.6%	45.7%	19.8%	3.9%	100.0%
Pharmacology, Toxicology and Pharmacy	83	263	193	3	542	15.3%	48.5%	35.6%	0.6%	100.0%
Politics	7	14	5	1	27	25.9%	51.9%	18.5%	3.7%	100.0%
Psychology	34	53	18	1	106	32.1%	50.0%	17.0%	0.9%	100.0%
Sociology, Social Policy and Anthropology	33	63	27	4	127	26.0%	49.6%	21.3%	3.1%	100.0%
Sport and Exercise Sciences	11	25	7	4	47	23.4%	53.2%	14.9%	8.5%	100.0%
Grand Total	2066	3313	2156	453	7988	25.9%	41.5%	27.0%	5.7%	100.0%

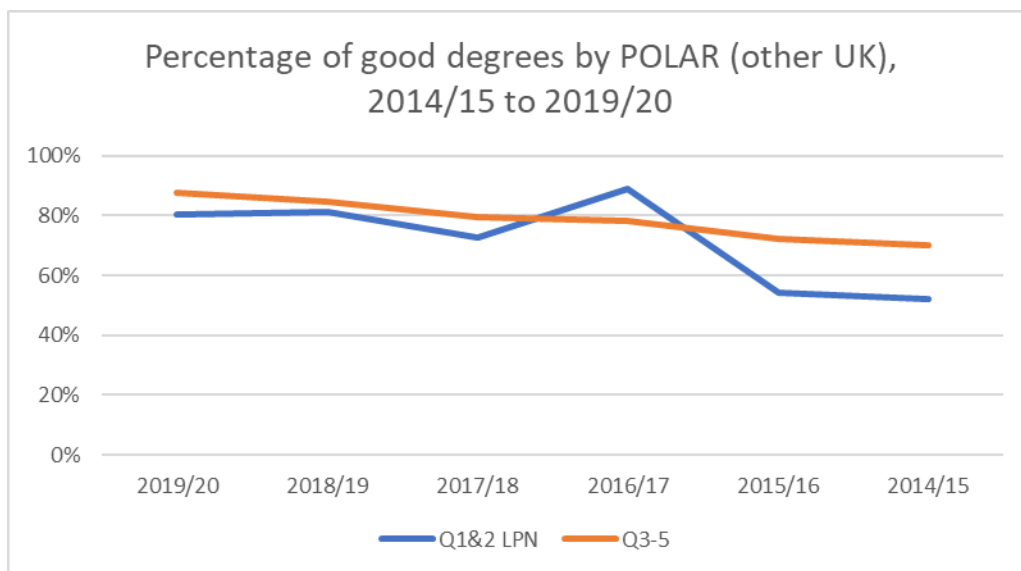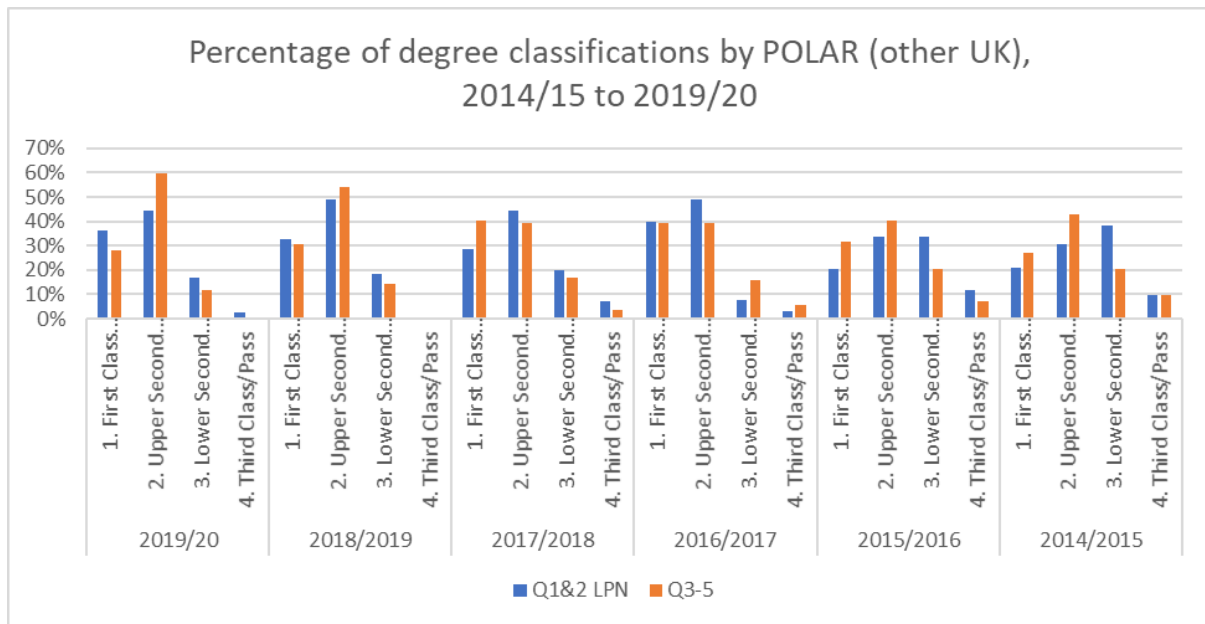| | 2016/2017 | | | | | | | | | |
| | Count | | | | | Percentage | | | | |
TEF Subject Area	1. First Class Honours	2. Upper Second Class Honours	3. Lower Second Class Honours	4. Third Class/Pass	Degree Total	1. First Class Honours	2. Upper Second Class Honours	3. Lower Second Class Honours	4. Third Class/Pass	Degree Total
Allied Health	75	112	61	8	256	29.3%	43.8%	23.8%	3.1%	100.0%
Architecture, Building and Planning	17	22	14	5	58	29.3%	37.9%	24.1%	8.6%	100.0%
Education and Teaching	75	119	107	32	333	22.5%	35.7%	32.1%	9.6%	100.0%
Performing Arts	48	49	1	0	98	49.0%	50.0%	1.0%	0.0%	100.0%
Agriculture, Food and Related Studies	34	35	17	5	91	37.4%	38.5%	18.7%	5.5%	100.0%
No Subject	64	99	75	22	260	24.6%	38.1%	28.8%	8.5%	100.0%
Biosciences	77	58	19	0	154	50.0%	37.7%	12.3%	0.0%	100.0%
Business and Management	504	981	835	182	2502	20.1%	39.2%	33.4%	7.3%	100.0%
Chemistry	8	14	5	2	29	27.6%	48.3%	17.2%	6.9%	100.0%
Computing	327	490	349	92	1258	26.0%	39.0%	27.7%	7.3%	100.0%
Creative Arts and Design	57	95	47	7	206	27.7%	46.1%	22.8%	3.4%	100.0%
Economics	60	66	33	9	168	35.7%	39.3%	19.6%	5.4%	100.0%
Engineering	131	168	193	56	548	23.9%	30.7%	35.2%	10.2%	100.0%
English Studies	24	50	11	1	86	27.9%	58.1%	12.8%	1.2%	100.0%
General, Applied and Forensic Sciences	3	8	7	0	18	16.7%	44.4%	38.9%	0.0%	100.0%
Geography, Earth and Environmental Studies	1	18	10	1	30	3.3%	60.0%	33.3%	3.3%	100.0%
Health and Social Care	9	25	33	5	72	12.5%	34.7%	45.8%	6.9%	100.0%
History and Archaeology	7	26	6	1	40	17.5%	65.0%	15.0%	2.5%	100.0%
Languages and Area Studies	5	1	2	0	8	62.5%	12.5%	25.0%	0.0%	100.0%
Law	26	50	29	0	105	24.8%	47.6%	27.6%	0.0%	100.0%
Mathematical Sciences	50	34	14	2	100	50.0%	34.0%	14.0%	2.0%	100.0%
Media, Journalism and Communications	15	21	8	2	46	32.6%	45.7%	17.4%	4.3%	100.0%
Medical Sciences	1	3	3	0	7	14.3%	42.9%	42.9%	0.0%	100.0%
Nursing and Midwifery	21	42	31	14	108	19.4%	38.9%	28.7%	13.0%	100.0%
Pharmacology, Toxicology and Pharmacy	105	252	198	6	561	18.7%	44.9%	35.3%	1.1%	100.0%
Politics	6	12	7	1	26	23.1%	46.2%	26.9%	3.8%	100.0%
Psychology	16	48	16	2	82	19.5%	58.5%	19.5%	2.4%	100.0%
Sociology, Social Policy and Anthropology	17	68	21	3	109	15.6%	62.4%	19.3%	2.8%	100.0%
Sport and Exercise Sciences	15	26	27	7	75	20.0%	34.7%	36.0%	9.3%	100.0%
Grand Total	1798	2992	2179	465	7434	24.2%	40.2%	29.3%	6.3%	100.0%

2015/2016

TEF Subject Area	Count					Percentage				
	1. First Class Honours	2. Upper Second Class Honours	3. Lower Second Class Honours	4. Third Class/Pass	Degree Total	1. First Class Honours	2. Upper Second Class Honours	3. Lower Second Class Honours	4. Third Class/Pass	Degree Total
Allied Health	61	105	55	10	231	26.4%	45.5%	23.8%	4.3%	100.0%
Architecture, Building and Planning	23	41	31	10	105	21.9%	39.0%	29.5%	9.5%	100.0%
Education and Teaching	66	152	116	17	351	18.8%	43.3%	33.0%	4.8%	100.0%
Performing Arts	19	64	9	0	92	20.7%	69.6%	9.8%	0.0%	100.0%
Agriculture, Food and Related Studies	22	18	22	10	72	30.6%	25.0%	30.6%	13.9%	100.0%
No Subject	80	156	124	47	407	19.7%	38.3%	30.5%	11.5%	100.0%
Biosciences	49	64	28	5	146	33.6%	43.8%	19.2%	3.4%	100.0%
Business and Management	438	1058	1079	274	2849	15.4%	37.1%	37.9%	9.6%	100.0%
Chemistry	3	8	6	0	17	17.6%	47.1%	35.3%	0.0%	100.0%
Computing	224	389	381	210	1204	18.6%	32.3%	31.6%	17.4%	100.0%
Creative Arts and Design	44	90	49	2	185	23.8%	48.6%	26.5%	1.1%	100.0%
Economics	43	59	44	8	154	27.9%	38.3%	28.6%	5.2%	100.0%
Engineering	74	167	149	59	449	16.5%	37.2%	33.2%	13.1%	100.0%
English Studies	15	57	13	1	86	17.4%	66.3%	15.1%	1.2%	100.0%
General, Applied and Forensic Sciences	3	13	12	0	28	10.7%	46.4%	42.9%	0.0%	100.0%
Geography, Earth and Environmental Studies	1	9	8	1	19	5.3%	47.4%	42.1%	5.3%	100.0%
Health and Social Care	7	23	33	7	70	10.0%	32.9%	47.1%	10.0%	100.0%
History and Archaeology	7	25	6	2	40	17.5%	62.5%	15.0%	5.0%	100.0%
Languages and Area Studies	5	3	2	0	10	50.0%	30.0%	20.0%	0.0%	100.0%
Law	19	51	20	2	92	20.7%	55.4%	21.7%	2.2%	100.0%
Mathematical Sciences	51	37	20	6	114	44.7%	32.5%	17.5%	5.3%	100.0%
Media, Journalism and Communications	9	28	24	7	68	13.2%	41.2%	35.3%	10.3%	100.0%
Medical Sciences	1	4	8	0	13	7.7%	30.8%	61.5%	0.0%	100.0%
Nursing and Midwifery	77	210	162	51	500	15.4%	42.0%	32.4%	10.2%	100.0%
Pharmacology, Toxicology and Pharmacy	124	241	145	6	516	24.0%	46.7%	28.1%	1.2%	100.0%
Politics	4	7	2	1	14	28.6%	50.0%	14.3%	7.1%	100.0%
Psychology	15	39	25	3	82	18.3%	47.6%	30.5%	3.7%	100.0%
Sociology, Social Policy and Anthropology	17	63	41	12	133	12.8%	47.4%	30.8%	9.0%	100.0%
Sport and Exercise Sciences	7	37	28	7	79	8.9%	46.8%	35.4%	8.9%	100.0%
Grand Total	**1508**	**3218**	**2642**	**758**	**8126**	**18.6%**	**39.6%**	**32.5%**	**9.3%**	**100.0%**

2014/2015

TEF Subject Area	Count					Percentage				
	1. First Class Honours	2. Upper Second Class Honours	3. Lower Second Class Honours	4. Third Class/Pass	Degree Total	1. First Class Honours	2. Upper Second Class Honours	3. Lower Second Class Honours	4. Third Class/Pass	Degree Total
Allied Health	54	106	84	15	259	20.8%	40.9%	32.4%	5.8%	100.0%
Architecture, Building and Planning	22	25	26	4	77	28.6%	32.5%	33.8%	5.2%	100.0%
Education and Teaching	44	122	106	30	302	14.6%	40.4%	35.1%	9.9%	100.0%
Performing Arts	18	48	9	0	75	24.0%	64.0%	12.0%	0.0%	100.0%
Agriculture, Food and Related Studies	18	21	25	7	71	25.4%	29.6%	35.2%	9.9%	100.0%
No Subject	130	299	278	102	809	16.1%	37.0%	34.4%	12.6%	100.0%
Biosciences	41	37	17	2	97	42.3%	38.1%	17.5%	2.1%	100.0%
Business and Management	404	1023	1042	328	2797	14.4%	36.6%	37.3%	11.7%	100.0%
Chemistry	17	11	3	0	31	54.8%	35.5%	9.7%	0.0%	100.0%
Computing	255	345	336	297	1233	20.7%	28.0%	27.3%	24.1%	100.0%
Creative Arts and Design	34	77	47	10	168	20.2%	45.8%	28.0%	6.0%	100.0%
Economics	29	36	25	11	101	28.7%	35.6%	24.8%	10.9%	100.0%
Engineering	53	112	125	68	358	14.8%	31.3%	34.9%	19.0%	100.0%
English Studies	16	68	19	1	104	15.4%	65.4%	18.3%	1.0%	100.0%
General, Applied and Forensic Sciences	5	6	5	0	16	31.3%	37.5%	31.3%	0.0%	100.0%
Geography, Earth and Environmental Studies	0	5	2	0	7	0.0%	71.4%	28.6%	0.0%	100.0%
Health and Social Care	5	16	19	6	46	10.9%	34.8%	41.3%	13.0%	100.0%
History and Archaeology	3	23	5	1	32	9.4%	71.9%	15.6%	3.1%	100.0%
Languages and Area Studies	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Law	9	36	26	2	73	12.3%	49.3%	35.6%	2.7%	100.0%
Mathematical Sciences	38	20	18	4	80	47.5%	25.0%	22.5%	5.0%	100.0%
Media, Journalism and Communications	21	22	4	0	47	44.7%	46.8%	8.5%	0.0%	100.0%
Medical Sciences	1	5	4	1	11	9.1%	45.5%	36.4%	9.1%	100.0%
Nursing and Midwifery	83	180	143	41	447	18.6%	40.3%	32.0%	9.2%	100.0%
Pharmacology, Toxicology and Pharmacy	34	150	116	22	322	10.6%	46.6%	36.0%	6.8%	100.0%
Politics	1	0	0	0	1	100.0%	0.0%	0.0%	0.0%	100.0%
Psychology	10	23	27	2	62	16.1%	37.1%	43.5%	3.2%	100.0%
Sociology, Social Policy and Anthropology	10	43	22	11	86	11.6%	50.0%	25.6%	12.8%	100.0%
Sport and Exercise Sciences	15	21	24	10	70	21.4%	30.0%	34.3%	14.3%	100.0%
Grand Total	**1370**	**2880**	**2557**	**975**	**7782**	**17.6%**	**37.0%**	**32.9%**	**12.5%**	**100.0%**

Appendix 9 – Degree outcomes by POLAR

Percentage of degree classifications by POLAR (other UK), 2014/15 to 2019/20

Percentage of good degrees by POLAR (other UK), 2014/15 to 2019/20

Requested temporary amendments to the Academic Regulations for Taught Awards for 2019/20

Following the temporary amendments approved and published in May 2020, further amendments are requested to support the application of the 'no detriment' policy.

The requested changes are essentially to allow Progression and Award Boards the discretion to utilise the best grade available where a student has, following either a deferred or referred resit opportunity:

a) failed to achieve a pass grade, or
b) been unable to submit coursework or sit an exam, or
c) achieved a pass grade but with impaired performance

In the case of a) and b), should a further fail grade be achieved, the PAB will utilise the higher of the two fail grades to apply compensation or condonement where appropriate.

Scope

This amendment applies to all students registered on taught programmes of study delivered by the University of Greenwich and its collaborative partners for Progression and Award Board decisions made during the 2019/20 academic year only.

Proposed amendments to Sections D9 and D10 for 2019/20

D9   Reassessment

Generic

D9.1   Where a module has been failed and where compensation or condonement have not or cannot be applied, the Progression and Award Board will take into account the degree of failure on the student's profile to determine the manner and timing of reassessment.

D9.2   Candidates who fail to retrieve the initial failure at the following opportunity will normally, at the discretion of the Progression and Award Board, be allowed only one further opportunity to be assessed, in a manner determined by the Board. Therefore students may be allowed three opportunities to pass an individual module. The Progression and Award Board may exceptionally permit a fourth and final opportunity at their discretion and will be guided by consideration of the overall programme profile and the academic progress made by the student.

D9.3   Students who do not demonstrate academic progress and/or engagement may not be considered for a reassessment opportunity by the PAB except where extenuating circumstances have been accepted.

Resit

D9.4   Where the Progression and Award Board has determined that the student is given the opportunity to resit failed modules (all or some elements of assessment), reassessment will normally be permitted prior to the commencement of the student's next academic stage of study.

D9.5   Regulation D5.7 will not apply for resit opportunities.

D9.6   Retrieval of failure obtained by resit will result in component capping i.e. the minimum pass grade will be recorded for those elements that were reassessed. The overall grade for the

module will not be capped. The Progression and Award Board shall have the discretion to utilise the higher of the two grades received to determine the final component mark to be recorded.

D9.7 Where component capping has produced an overall module fail but the grade(s) achieved would have resulted in an overall module pass had they been achieved at the first attempt, the Progression and Award Board shall have the discretion to confirm the overall module grade with a pass mark.

Repeat

D9.8 Where the Progression and Award Board has determined that the student is required to repeat the failed modules (all or only failed components of assessment), reassessment will be permitted in the student's next academic year.

D9.9 Retrieval of failure obtained by repeating a module(s) will result in the overall grade attained being recorded for progression and classification purposes.

D9.10 Where the failed module is an option module, the student may substitute an alternative module by agreement with the programme leader. Previous opportunities must be included as part of the total number of opportunities to achieve a pass.

D9.11 Students repeating a module in a subsequent year will not be assessed in modules which are no longer current in the framework but will be offered an opportunity to achieve a pass on an alternative module.

Progression with Intermediate Standing

D9.12 Where the Progression and Award Board has determined that the student is permitted to repeat a failed module (all or only failed components of assessment) with intermediate standing, the student is allowed to proceed to the next stage and retrieve the failure in the following year concurrently with modules in the next stage.

D9.13 Students may only be permitted to retrieve a failure with intermediate standing carrying failure in a maximum of 60 credits.

D9.14 Successful retrieval of failure obtained by repeating a module(s) with intermediate standing will result in the overall grade attained being recorded for progression and classification purposes.

D10 Reassessment following accepted extenuating circumstances

D10.1 The Progression and Award Board will take into account the decision of an Extenuating Circumstances Panel in determining a reassessment or progression decision.

D10.2 The Progression and Award Board will consider the student's overall profile in determining the timing of reassessment decisions.

D10.3 The marks achieved following a permitted reassessment opportunity will not be capped. The overall grade attained will be recorded for progression and classification purposes.

D10.4 Students who have achieved a pass grade and have an accepted extenuating circumstance claim for impaired performance will be considered for a reassessment opportunity.

D10.5 Where a student has been offered a reassessment opportunity following accepted extenuating

circumstances, the Progression and Award Board will apply the following[1]:

a) Where the student undertakes the reassessment opportunity, the higher of the two grades received will be utilised;
b) Where the student accepts the offer of reassessment but fails to undertake the reassessment, the existing grade(s) will be confirmed.
c) Where the student declines the opportunity to undertake the reassessment opportunity, the existing grade(s) will be confirmed. It will also be deemed that the opportunity has been declined if the student fails to respond to the offer of a reassessment opportunity by the deadline.

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[1] A change to this regulation has already been approved by Academic Council for implementation from the 2020/21 academic year. The wording has been slightly tweaked in this proposed version to accommodate the temporary changes.